



NSW Education Standards Authority

**Annual Report
2024**

Reporting on the 2023 Calendar Year



Owned and Operated by

**Seventh-day Adventist Schools
(NNSW) Ltd**

1 A message from key school bodies – (School Advisory/Management Council and Student representative Council)

School Advisory Council

Toronto Adventist School is part of the Seventh-day Adventist Schools (North New South Wales) Limited (hereafter Company). The Company is governed by the Board of Directors, the overarching administrative body that administrates nine schools from Gosford to the Queensland border. Toronto Adventist School and NNSW Schools is part of a world-wide education system run by the Seventh-day Adventist Church.

Toronto Adventist School has its own representative School Advisory Council. The Council is established by the Board of Directors and is comprised of members from local Seventh-day Adventist Churches and the School Executive including the Principal. The School, with the support of its School Advisory Council, establishes and pursues its own local goals (School Improvement Plan) inside the broader context of the Company's own strategic plans.

Significant steps were taken towards reviewing the school's student management plan and further time will be dedicated to this goal. Student management is being considered within the over-arching theme of student well-being and the school is seeking a high level of engagement from the school community as part of the review process.

Toronto Adventist School continues to be fully committed to providing quality Christian education to our community and we are very proud of our pleasing NAPLAN results. We count it a high honour to cultivate an environment for students to flourish and we pray that this will be a place where students are able to build a lifelong relationship with Jesus Christ.

School Captains

Each year, Toronto Adventist School democratically elects two School Captains from Years 5 and 6. During 2023 our School Captains fulfilled various leadership responsibilities in our Chapel and Assembly programs as well as at other school programs such as our special year-end event. Other leadership responsibilities included promoting school values, peer mediation and assisting younger students.

2 Contextual information about the school (including information about National Partnerships and /or Improving Teacher Quality if applicable)

Toronto Adventist School is located in a beautiful bushland setting on the outskirts of Toronto in the Lake Macquarie region. The School commenced operation in a church hall in 1982 and its current site in 1983 as a ministry of the Seventh-day Adventist Church and

offers enrolment to pre-kindergarten and primary students from a wide range of cultural, faith and non-faith backgrounds.

We seek God first in all that we do as we work in partnership with families for the education of their children. *'Seek first the kingdom of God and His righteousness, and all these things will be added to you,' Matthew 6:33.* Our deep desire is for students to have a personal relationship with God and to respond to His invitation to live out of the overflow of this relationship — to understand the truths of the Bible, respond to Christ's invitation to live in a lifelong vibrant relationship with Him, and be passionate about sharing His love with others.

Toronto Adventist School is a specialised quality school. The school is committed to delivering quality Christian education in a creative and flexible framework, acknowledging that spiritual, academic, physical and emotional growth is non-linear and multi-dimensional. The school is not only re-shaping how education is experienced, but also how achievement, success and excellence is quantified. The school offers a comprehensive music program for all students. We believe that our students are most engaged when they connect their hands, heads and hearts, and that they can make a difference in this world.

3 Student performance in National and State-wide tests and examinations

3.1 Student outcomes in standardised national literacy and numeracy testing

Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

Reading

Writing	Number of students	Proficiency standards achievement by %			
		Needs additional support	Developing	Strong	Exceeding
Year 3	3	1	1	2	
Year 5	2			2	

Writing

Writing	Number of students	Proficiency standards achievement by %			
		Needs additional support	Developing	Strong	Exceeding
Year 3	3	1		2	
Year 5	2			2	

Spelling

Writing	Number of students	Proficiency standards achievement by %			
		Needs additional support	Developing	Strong	Exceeding
Year 3	3	1	1	2	
Year 5	2			2	

Grammar and Punctuation

Writing	Number of students	Proficiency standards achievement by %			
		Needs additional support	Developing	Strong	Exceeding
Year 3	3	1	1	2	
Year 5	2			2	

Interpretative Comments

NAPLAN is a measure of student performance mapped against national standards. It provides data to trace students' progress through schooling. It is used even with a small cohort to track the knowledge and skills of student's performance in the components of Literacy.

As all of our students performed above the national minimum standard, this confirms that Toronto Adventist School's focus on delivering a strong Literacy program with an emphasis on explicit instruction has impacted positively on the students' results. Further development of the School's Literacy initiatives is planned with the aim of further strengthening results.

Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

Writing	Number of students	Proficiency standards achievement by %			
		Needs additional support	Developing	Strong	Exceeding
Year 3	3	1	1	2	
Year 5	2			2	

Interpretative Comments

NAPLAN is also used to track the knowledge and skills of students' performance in Numeracy.

As our students have performed above national minimum standard, this confirms that the consistent approach to teaching Numeracy across the year levels and our nature-based initiatives are having a positive impact on student outcomes. The development of the School's Numeracy initiatives is to continue with the aim of further strengthening results in this learning area.

4 Professional learning and teacher standards

4.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Velpic Training – Bullying in the Workplace	6
Velpic Training – Ladder Safety: Prevention of Falls	6
Velpic Training – If you Get Injured at Work	6
Velpic Training – WHS Training Course	1
Velpic Training – Slips, Trips and Falls	5
Velpic Training – Work Related Stress	4
InitialLit Training	2
Online Fire Warden Training	5
Refresher Course 2022 for Seesaw Ambassadors & Seesaw Certified Educators	1
Supporting Students with Challenging Behaviour	1
First Aid (including CPR Refresher training)	7
School Governance Module 5: Executive Supervision- The Board/Principal Relations	1
School Governance Module 10: Child Safe Schools – Values, Behaviours and Culture	1
Support students with Challenging Behaviour Module 1	1
School Governance Module 3: An Introduction to Legal Compliance	1

Total Staff PD experiences: 49

Average cost per teacher for professional learning: \$1549

5.1 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	0
(iii) Proficient or higher	4
	4

6 Workforce composition

The teaching workforce at Toronto Adventist School in 2023 collectively represented many years of experience and all teachers and the Principal have a masters degree. All of the teaching staff have Australian citizenship, although staff represented a diverse range of cultural backgrounds. There were no staff with an indigenous background.

Teachers – 4

Female teachers – 4

Male teachers – 0

(The teaching workforce in 2023 was comprised of one full-time teacher, two part-time, and one teacher/administrator.)

The teachers were supported by the following ancillary staff in 2023.

Ancillary Staff - 5

Ancillary female staff – 4

Ancillary male staff - 1

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	89.74%
Year 1	89.99%
Year 2	89.1%
Year 3	90.35%
Year 4	91.11%
Year 5	91.57%
Year 6	N/A
Total school attendance average	90.31%

7.2 Management of non-attendance

Class teachers are instructed to inform the Principal once a student's attendance falls below 85%.

A parent interview is arranged between the Principal and the parent/carer, and a plan is formulated to ensure the student attends school regularly.

The follow up process for unexplained absences falls on the Principal. A letter is to be sent to parents/carers to inform them of the concern.

Copies of the unsatisfactory attendance letters sent to parents/carers are filed in the students' files.

In the case that the plan is not adhered to, the Principal will follow the mandatory requirements for non-attendance.

5 School policies

The following school policies are publicly available on the [NSW Adventist Schools](#) website:

- [Enrolment policy](#)
- [Child protection policy](#)
- [Anti-bullying policy \(consolidated with the Student Behaviour policy\)](#)
- [Discipline policy](#)
- [Complaints policy](#)

8 Parent, student and teacher satisfaction

Parent Satisfaction

Parents/carers were given the opportunity to participate in a satisfaction survey, however the overall response rate was limited and this has made it difficult to draw conclusions from the exercise.

The Principal has regular conversations with parents/carers, including at P&F meetings, and feedback is received about satisfaction levels. Parents/carers appreciate that their children can be in a Christian school where faith is nurtured. The School's efforts to develop the spiritual growth of students is rated highly by parents/carers as is the School's emphasis on nature-based learning. The COVID-19 pandemic has had an impact on community engagement with parents expressing a real desire to be more fully involved in school life, particularly with on-site activities.

Student Satisfaction

In 2022 students surveyed indicated a positive perception of their ability to learn and that they were motivated to achieve despite the ongoing challenges of COVID-19. They indicated that they felt supported by their teachers and that they looked forward to coming to school.

Students were also asked to respond to questions relating to the COVID-19 pandemic and the impact this was having on their well-being. Students indicated a high level of support from teachers during this challenging time.

Teacher Satisfaction

Once again, staff indicated high levels of satisfaction with the extent to which Seventh-day Adventist Christian values and beliefs are permeated by the school's Christ-centred learning community, regarding curriculum and pedagogy. Staff also rated highly the degree to which students are empowered to live as disciples of Jesus Christ in today's world and the level of student engagement in the mission programs offered.

The extent to which parents are recognised and welcomed as co-responsible partners in all facets of Seventh-day Adventist school life rated highly for staff. The COVID-19 pandemic presented opportunities to strengthen the home-school partnership and it also presented challenges as our usual levels of onsite-engagement were not possible.

9 Summary financial information

The schools company will complete this section for all SDA schools.

Income

Income Sources	Percentage of Total Income
Fees and private income	27.33%
State recurrent grants	13.38%
Commonwealth recurrent grants	47.22%
Other Government grants	5.967%
Government capital grants	2.88%
Other capital income	3.02%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	64.55%
Non-salary expenses	31.06%
Classroom expenditure	2.87%
Capital expenditure	1.52%

10 Public disclosure of educational and financial performance

The 2024 Annual report will be published on the College’s website and available on request from the College office.

SECTION 2

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of NESA requirements for registration and accreditation.

Please tick that your school complies with the following. (please delete the least applicable box)



Provides national reports on the outcomes of schooling



Provides individual school information on performance



Annually reports on school performance information and makes the report publicly available



Implements the National Curriculum as it becomes available



Has an annual certificate of financial accountability from a qualified accountant



Annually reports on each program of financial assistance provided under this Act



Participates in program evaluations